

Qualitative Spelling Inventory (QSI), Upper Level

Directions

Administer the QSI at the beginning of the year to determine students' placement in *Words Their Way–Classroom*.

Primary Spelling Inventory

Use for students in kindergarten and first grade. You may need to administer it to some second and third grade students also, depending on their development.

Elementary Spelling Inventory

Use for most students in grades one through six.

Upper-Level Spelling Inventory

Use for most students in grades five through twelve.

For additional administration guidance, recording forms, and data analysis content, see the resources in *Word Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*.

Upper-Level Spelling Inventory

You can use the Upper-Level Spelling Inventory (USI) in upper elementary, middle school, high school, and possibly postsecondary classrooms. The 31 words are ordered by difficulty to sample features of the within word pattern to derivational relations spelling stages. With normally achieving students, you can administer the entire list, but you may want to stop when students misspell more than eight words and are experiencing noticeable frustration. If any students misspell five of that first eight words, use the Elementary Spelling Inventory to more accurately identify within word pattern features that need instruction.

Using the following list, call out the spelling word, then the sample sentence, and then repeat the spelling word.

1. *switch*: We can switch television channels with a remote control. *switch*
2. *smudge*: There was a smudge on the mirror from her fingertips. *smudge*
3. *trapped*: He was trapped in the elevator when the electricity went off. *trapped*
4. *scrape*: The fall caused her to scrape her knee. *scrape*
5. *knotted*: The knotted rope would not come undone. *knotted*
6. *shaving*: He gave up shaving to grow a beard. *shaving*
7. *squirt*: Don't let the ketchup squirt out of the bottle too fast. *squirt*
8. *pounce*: My cat likes to pounce on her toy mouse. *pounce*

9. *scratches*: We had to paint over the scratches on the car. *scratches*
10. *crater*: The volcano crater was filled with bubbling lava. *crater*
11. *sailor*: When he was young, he wanted to go to sea as a sailor. *sailor*
12. *village*: My Granddad lived in a small seaside village. *village*
13. *disloyal*: Traitors are disloyal to their country. *disloyal*
14. *tunnel*: The rockslide closed the tunnel through the mountain. *tunnel*
15. *humor*: You need a sense of humor to understand his jokes. *humor*
16. *confidence*: With each winning game, the team's confidence grew. *confidence*
17. *fortunate*: The driver was fortunate to have snow tires on the winter day. *fortunate*
18. *visible*: The singer on the stage was visible to everyone. *visible*
19. *circumference*: The length of the equator is equal to Earth's circumference. *circumference*
20. *civilization*: We studied the ancient Mayan civilization last year. *civilization*
21. *monarchy*: A monarchy is headed by a king or a queen. *monarchy*
22. *dominance*: The dominance of the Yankees baseball team lasted for several years. *dominance*
23. *correspond*: Many students correspond through email. *correspond*
24. *illiterate*: It is hard to get a job if you are illiterate. *illiterate*
25. *emphasize*: I want to emphasize the importance of trying your best. *emphasize*
26. *opposition*: The coach said the opposition would give us a tough game. *opposition*
27. *chlorine*: My eyes were burning from the chlorine in the swimming pool. *chlorine*
28. *commotion*: The audience heard the commotion backstage. *commotion*
29. *medicinal*: Take cough drops for medicinal purposes only. *medicinal*
30. *irresponsible*: It is irresponsible not to wear a seat belt. *irresponsible*
31. *succession*: The firecrackers went off in rapid succession. *succession*